

Learning objective

PNS: Creating and shaping texts

- Use characterisation to engage readers' interest.

Resources

'Dragon invaders' Notebook file; individual whiteboards and pens.

Links to other subjects**History**

QCA Unit 6 'Why have people invaded and settled in Britain in the past?'

- Link the text to information about the Viking raiders.

Whiteboard tools

Double-press on the text to edit existing text. To add words from existing text to the page as a separate object, double-press on the text, highlight the word, then drag it out of the text box.



Pen tray



Select tool

Character sketches

Starter

Display page 2 of the Notebook file. Read the text and discuss it. Find out whether the majority of the children like or dislike Father and Mother by asking them to vote. They could do this by writing *Like* or *Dislike* by each character's name on their individual whiteboards and holding them up. Discuss the results. Highlight parts of the text which could have affected feelings (not wanting to share, not being rich, the word *schemed*).

Whole-class shared work

- Display page 3. Discuss the events of the text (Aled's actions, dragons coming by sea).
- Focus on the character, Aled. Ask: *What sort of person do you think he is? How can you tell? Do you like or dislike him? Why?* Encourage discussion and different viewpoints, emphasising that people respond to writing differently.
- Point out specific details from the passage. Discuss each of the details in turn, asking the children to think about how the words make them feel about Aled. (For example, *He got rid of all signs of his presence* might show that Aled has a careful nature.)
- Ask the children whether the words add information about the character. Does it make them feel more sympathetic towards him? Does one detail make them dislike Aled? Encourage varied viewpoints.
- If required, draw out details from the text by double-pressing on the text, then highlighting the words you want to isolate and dragging them out of the text box. This adds the words to the page as a separate object.
- Focus on the verbs the writer has chosen. Are they good choices? (The verbs are often weak and there is repetition.)
- Make the point that more powerful verbs could improve this passage.
- Highlight some weak verbs in the first two lines.
- Print a copy of the text for every child.

Independent work

- Ask the children to read the text by themselves. Encourage them to highlight at least 15 verbs that need to be replaced. They should then write their replacement, powerful verbs.
- Support less confident learners by focusing on a smaller number of replacements of the weakest verbs. (*put, saw, got*)
- As an extra challenge, ask more confident learners to write the next part of the story, using powerful verbs and small details to evoke more sympathy or dislike of Aled.

Plenary

- A copy of the text is on page 4 of the Notebook file. Let the children use this to demonstrate their replacement verbs.
- Discuss the effect more powerful verbs have on audience reaction. Return to the original version on page 3 so that other children can write alternative verbs.
- There is a text using stronger verbs on page 5 of the Notebook file, but other verbs are, of course, possible.